U.S. Department of Education September 2003

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Mr. Alan Montgomery
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Homestead High School
(As it should appear in the official records)

School Mailing Address 21370 Homestead Road
(If address is P.O. Box, also include street address)

Cupertino CA 95014 -0203
City State Zip Code+4 (9 digits total)

Tel. (408) 522-2500 Fax (408) 736-8631

Website/URL http://www.hhs.fuhsd.org E-mail al_montgomery@fuhsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. Steve Rowley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fremont Union High School District Tel.(408)522-2200

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board Member
Mrs Nancy Newton
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   _____ Elementary schools
   _____ Middle schools
   _____ Junior high schools
   __5__ High schools
   _____ Other (Briefly explain)

   __5___ TOTAL

2. District Per Pupil Expenditure: ___8071_____

   Average State Per Pupil Expenditure: ___7137_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [x] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. ___4___ Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					**7**			
1					**8**			
2					**9**	253	243	496
3					**10**	231	216	447
4					**11**	230	246	476
5					**12**	186	199	385
6					Other			
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						1804

6. Racial/ethnic composition of the students in the school:

51.93 % White
2.26 % Black or African American
11.69 % Hispanic or Latino
33.63 % Asian/Pacific Islander
.44 % American Indian/Alaskan Native
.05 % Unknown
100% Total

7. Student turnover, or mobility rate, during the past year: __9.35__%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	61
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	110
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	171
(4)	Total number of students in the school as of October 1	1828
(5)	Subtotal in row (3) divided by total in row (4)	.0935
(6)	Amount in row (5) multiplied by 100	9.35

8. Limited English Proficient students in the school: __8.70__%
_157__Total Number Limited English Proficient
Number of languages represented: __18___
Specify languages: **Burmese, Cantonese, Farsi, Filipino, French, German, Spanish, Russian, Hebrew, Hindi, Japanese, Korean, Mandarin, Portuguese, Punjabi, Bulgarian, Vietnamese, other.**

9. Students eligible for free/reduced-priced meals: ___8.20__%

_148___Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: __7.76__%
_140___Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	_1__Orthopedic Impairment
____Deafness	12__Other Health Impaired
____Deaf-Blindness	_116_Specific Learning Disability
____Hearing Impairment	__8_Speech or Language Impairment
_2__Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	_2__Visual Impairment Including Blindness
	_9__ Severely Emotionally Disturbed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	____5___	____0___
Classroom teachers	___76___	___13___
Special resource teachers/specialists	___5____	____3___
Paraprofessionals	___4____	___1___
Support staff	___25___	____9___
Total number	__115____	___26___

12. Average school student-"classroom teacher" ratio: ___28____

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97%	96.8%	96.5%	97.4%	96%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	5%	7%	9%	9%	7%
Student dropout rate	1.9%	3.4%	1.76%	1.74%	.26%
Student drop-off rate	3.8%	5.3%	3.06%	.74%	2.67%

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	446___
Enrolled in a 4-year college or university	68%
Enrolled in a community college	28.5%
Enrolled in vocational training	N/A%
Found employment	1%
Military service	1%
Other (travel, staying home, etc.)	1.5%
Unknown	N/A%
Total	100 %

PART III - SUMMARY

Homestead High School is a community which aspires to:

Develop an appreciation of diverse cultures and the arts.
It is a brisk fall day in Cupertino, California where 1800 students are bustling across a newly renovated campus. The diversity of Homestead's student body paints a tapestry of color, rich in its blend of ethnicities – Filipino blends with Chinese, and Korean; Latinos talk with African-Americans and Caucasians. Classroom bells ring, and the carefree looks are replaced with disciplined, serious students heading into English, Science and Math classes. Homestead students are masters at balancing academics and activities in their young lives. There is a depth of opportunity, from award-winning music programs to service clubs, sports of all kinds, along with academic clubs; students might sample from many of these in their first year of high school, but soon learn to focus on one or two as they mature.

Develop motivated lifelong learners and creative innovative thinkers.
After all, there are academics to attend to, here in Cupertino, California. Homestead students strive to do more than merely fill graduation requirements; opportunities abound not only outside the classroom, but inside as well. From Honors Chemistry and American Literature to English AP and Biology AP, there are choices for everyone. Teachers encourage students to take a risk, try a class, and learn to be a motivated lifelong learner. Not only in the honors classes, but also in every class on campus, the wandering observer will notice the push to become creative, innovative thinkers.

Practice honesty, integrity, social responsibility, accountability, and respect.
Homestead High School's students have the benefit of exceptional teachers wherever they turn. The faculty feels the full responsibility of everything from guiding the students through academic challenges, to showing by example that honesty; integrity, social responsibility, accountability and respect are equally as important in life as straight A's. Classrooms not only have the latest laboratory equipment, but teachers who personalize that learning process.

Respond to the academic and personal needs of all students.
Having just changed to a block schedule in the year 2003-2004, students now sit, one-on-one with teachers at tutorial, four days a week. Ninety-five minute blocks of time allow the classroom to become a learning, discussing, thinking environment. The block schedule, created by teachers and a community looking to constantly improve themselves and their school, has allowed the staff to better respond to academic and personal needs of all students.

Be supportive and active members of the community at large.
The next bell rings, and students slowly move out of the classroom and into the quad for brunch time activities. Brunch, just like the prior 95 minutes, is a time of learning, exchanging, supporting, and discussing. Homestead High School, on a brisk fall day in Cupertino, California, is alive and well, prospering, teaching, creating, and busily producing socially responsible young men and women who will one day be leaders in this and many other communities throughout California.

PART IV – INDICATORS OF ACADEMIC SUCCESS

School's Assessment Results

1.Homestead High School has had consistent success in our achievement scores. Our main focus has been on closing the achievement between our highest achievers and our lowest achieving students. Each spring we administer the California's Standardized Testing and Reporting (STAR) program. There are two elements of this testing. The first is a nationally- normed assessment, the Stanford Achievement Test (SAT). The second part is a criterion-referenced test, the California Standards Test (CST), which based on performance standards identified by the state for all major subject areas.

The results of these tests are combined into the Academic Performance Indicator (API). The API is the system for ranking schools statewide according to results from the STAR. The ranking includes ten deciles, decile one being the lowest. The API is also broken down for each racial/ethnic and socio-economically disadvantaged subgroup once they reach a total of 100 students. The scores are then used to rank schools statewide and by similar schools. The target goal is 800 out of 1000. Although we are already a high performing school, Homestead has met its school wide growth targets each of the last three years. Our most recent ranking also shows that we score significantly higher than other California schools with similar socioeconomic demographics.

The data provided in the accompanying charts, reflects three years of SAT 9 math scores and three years of CST English Language Arts scores. Our SAT 9 scores in math have consistently improved over the last three years for those students scoring 75th percent quartile or above. In 1999/00 there were only 51% of the students in the 75th percent quartile. However, by 2001/02 it had grown to 59%. We have also decreased the number of students who score in the lowest quartile (25% or below). In 2001/02 10% of our students scored here, compared to 12% in 1999/00.

The CST scores also reflect growth in English/ Language Arts with the percentage of students scoring Proficient or Above growing from 60% to 65%. Another area of success has been with our socio-economically disadvantaged group. We have seen the percent of students in the At or Above Proficient category leap from 8% in 2001 to 21% in 2002, to 40% in 2003. At the same time we have experienced a jump in our numbers of students who qualify as economically disadvantaged. We have doubled from 13 in 2001 to 26 in 2003 just in the 10th grade. Overall, we have remained well above the state average in every category. We are especially proud of our efforts to close the achievement gap in this area.

In addition to the STAR and the CST, the state of California requires all high school students to pass the High School Exit Exam (CHSEE). This exam is tied to the stringent state standards for math and English Language Arts. The test is administered to all sophomores in the spring. Students continue to take the test until they pass both sections. Our two years of math scores show a significant improvement. In 2002 69.3% were at the Proficient or Above and in 2003 78.4% were at Proficient or Above.

Using Assessment Data to Understand and Improve Student Performance

2. ***Staff continually re-evaluates assessment methods.*** Our Data Resource Group is developing a three-tiered process in which data will be examined at the school, department, and classroom level. As a school community we have revised our Stakeholder surveys to collect more useful data that will be part of the decision-making process.

Grade level teachers disseminate scores and creating new foundation curriculum. ***English*** utilized reading scores to determine curricular changes in grammar, vocabulary, and written expression. Foundation English teachers administer the Gates/McGhinity reading test at the beginning and end of the year. Through analyzing standardized test scores and California Exit Exam data, a Reading for Academic Success course was implemented this year to support students with low reading scores.

Each fall and spring math students take the Berkeley Readiness math test that correlates with their math level. The ***Math Department*** assesses whether the curriculum is addressing the state standards. Math created an Algebra course integrating Geometry with CPM (need acronym) books after looking at sophomore scores from the SAT 9 and Exit Exam. Last year 85% of our sophomores passed the Exit Exam incorporates Geometry.

Science determined through score analysis that Biology needed to be a freshman requirement in order to meet the needs of the SAT 9 Standards Exam. A curriculum was developed and is in place this year. Standards-based test scores will be analyzed to determine success and/or need for change.

Communicates Student Performance to Parents, Students, and Community

3. Student performance is communicated through progress reports, report cards, weekly progress checks, and various web based programs. Students and their families receive progress reports every six weeks. Each semester families receive a report card. Progress reports are a communication tool to let students and families know how students are doing before they reach the semester grades. These are reported to families and sited on transcripts. Weekly progress checks are available to any student or parent wishing to track their progress on a weekly basis. Families receive unofficial transcripts twice a year.

Student assessment data, such as SAT 9 and Exit Exam are sent home each spring. Our English and Math department also send home scores from reading and math readiness tests that are given each fall and spring. Our community views standardized assessment data through local newspapers, our district and school website. A school profile which is sent with every college application includes SAT, PSAT, and Advanced Placement data. The profile is available through our school office and website.

Our Parent, Teacher, Student Association (PTSA) and School Site Council (SSC) both review school-wide data and make recommendations for school improvement. Our Principal delivers reports to our Board, parent groups, and staff. Each of these reports is advertised to encourage our community to attend.

Sharing Successes with Other Schools

4.Everyone from the superintendent to our PTSA will share Homesteads successes. We will share our successes via web information for all to access. Our successes will be posted on our school and district website. Our Library Technology teacher and a group of industrious students will continually update both web- sites.

Our superintendent meets with districts from all over the state to share in our schools' successes. Department chairs already meet with their counterparts from other schools and this will be expanded beyond our district. Districts will be invited to visit our campus and meet with our staff. We have already been in discussions with two outside districts regarding our successes with our Algebra program.

Homestead PTSA participates in statewide gatherings to share successes from a parental standpoint. Schools will be welcome to visit our school and meet with administration and/or staff. Our staff will continue attending conferences and providing opportunities for other schools to learn about our programs.

Our student government will provide information to other student groups within our district and anywhere else. Our student groups do exchanges with other schools in order to share information and experience new schools. Our students will continue to exchange successes with schools in and around our district.

PART V – CURRICULUM AND INSTRUCTION

School's Curriculum

1.Curriculum in all content areas, texts and supplemental materials are aligned to California standards. Additionally, departments identify essential standards for each subject area in order for teachers to create consistent lesson plans that reflect alignment to those standards. Departments create rubrics that include assessment used to measure the units, and the standards each one applies to. These rubrics support backwards planning and serve as guidelines for new teachers. Core curriculum is articulated across departments through staff development activities. Departments plan sequential curriculum across grade levels to ensure consistency from one course to the next level.

English uses literature that focuses on aesthetic, ethical, cultural, and political issues and themes; uses active learning strategies that help students integrate thinking, reading, speaking, listening, and writing. Writing instruction focuses on the process of writing and on self -discovery: connecting personal experience to the ideas and issues of literature. Speaking and listening activities are integrated into all classes.

Math incorporates practical application and exploratory development within all levels. Students experience connections, extensions, and applications while spiraling up through the mathematics curriculum. Mathematically powerful students think and communicate by drawing on mathematical ideas and by using math tools and techniques. There is an emphasis on connecting math with science, technology, and social sciences.

Social Studies examines how students' lives have been and will continue to be affected by domestic and international politics, demographics, economic flux, technological change, and social change. Students will study the continuity and change in human events to appreciate how ideas, events, and individuals

have intersected to produce change over time.

"Science for all Americans" is the primary commitment for our students. The new state framework emphasizes relevancy throughout the curriculum. The focus is on understanding concepts, which center around six fundamental themes that cut across all disciplines. Students participate in a variety of open-ended activities that demonstrate the scope and limitations of scientific methods.

Foreign Language students learn to use, understand, and communicate a language, both in spoken and written form. Students learn the cultural heritage of other lands and become acquainted with customs and thoughts of other people. Individual elements of the language provided by the learning activities are used by students to communicate their own ideas.

Art teaches symbolic structure of the visual arts so that students can respond to their experiences in ways that are not dependent on the coding and decoding of verbal language. Students explore the elements of design, a variety of media, develop a personal vision. Literacy is stressed throughout the art program through portfolios, self-assessment, and research of professionals in the art field.

English Curriculum

2. Our English program ***integrates reading, writing, and speech in a progressive and sequential program, which is divided into two parts Foundation and Selective.*** Freshman and sophomores take Foundation courses. Juniors and seniors take Selective courses that range from Mythology, American Literature, British Literature, Humanities, or Contemporary Literature. (See previous question for more curriculum information)

By having an integrated, sequential program teachers can collaborate as subgroups and as a whole department to create a comprehensive curriculum. This curriculum includes reading as a major component. Teachers compile remediation folders that contain information and a plan to assist students. The folders follow the students through high school.

Reading is integrated throughout the English curriculum through a multitude of strategies devised specifically to improve literacy. Teacher have collaborated and established techniques such as time on task for reading development. Reading aloud in a supportive environment establishes inflection and active reading techniques, which develops vocabulary and understanding through tracking. Required readings for all 9th and 10th graders are used to solidify a skill and content base.

Our 11th and 12th grade courses build upon the skills base and content knowledge to encourage text reading, novel symposiums, presentational reading, journal reading, and technical reading. They have the option of selecting an English course based on their literary interests. This further encourages reading for pleasure as well as education.

Additional Curriculum-Science Department

3.Our Science Department offers a variety of college prepatory courses. Students are required to take two science courses for high school graduation; however, over 82 % take more. All students begin with Biology and can elect to take Chemistry, physics, or Physiology. They also have the option of one of our honors or Advanced Placement science courses depending on their math level.

Our Science Department has gone through several stages of curricular transformation. All five schools have met for a year in which time they aligned the new Biology curriculum to state standards and chose a new textbook. This course is now the gatekeeper for all 9th graders. This last year the curriculum for an Environmental Science course was developed. The program will be piloted next year.

We have several programs within the department that infuse technology in order to improve research, communication, and presentation skills. Our laptop Biology class focuses not only on understanding concepts, but how to integrate technology. Students report environmental findings via video conferencing with two Japanese high schools. This sponsored by the Fulbright Memorial Master Teacher program. The NASA program seeks to motivate underrepresented students to pursue science and Engineering. Students participate in a blocked math and science class, field trips to NASA, guest speakers, and summer internships with NASA.

Instructional Methods

4.*English* teachers utilize portfolios such as Personal Tapestries, which encourage students to combine power point, video, and multimedia displays as formats to document the people and events that shaped their lives. In Mythology and Folklore students collaborate in small groups to analyze archetypes in hero myths. This culminates with an individual version of a hero myth.

While reading Night and studying the Holocaust, survivors and those related to survivors share their life stories. Journalism students complete reflective critiques on articles from professional reporters and craft a process reflection narrative. Both formal and informal presentation skills are developed in English.

Math and Science takes a problem solving approach using several forms: individual, group, manipulative, exploratory, and lecture. Current practices include team teaching, reading in the content area, team tests, presentations, and portfolios, presentation skills, political discussion, and current events as well as historical perspective. Students research entire decade and teach the class what they have discovered. During the Vietnam War, veterans come and speak to students. Thus, making that connection from book learning to real life. Science also lends itself to strategies through labs.

Social Studies emphasize research. Our staff participated in the True Colors training which strives to help educators better understand their students learning styles based on their personalities. Teachers have incorporated this training into their strategies in order to better address multiple learning styles in each class

Professional Development

5.Professional development is planned through a leadership committee made up of teachers, classified staff, and administrators. Together they calendarize staff development for the year taking cues from our comprehensive professional development plan. The plan, whose short term and long term goals are linked to the ESLRs, speaks to both school wide and departmental goals.

The Planning and Leadership team coordinate all staff development activities, including both the work of the Staff Development Resource Groups and departmental database action research. The eight resource groups

were identified by the staff as areas of concern and interest. The groups include: data, instructional strategies, literacy, technology, diversity, and tutorial. The goal for each group is data-based inquiry, research best practice,

and staff training.

Currently, the English, Math, and Science departments are analyzing failures in freshman classes in order to better articulate with the feeder schools and make curricular decisions. The English department is using data to coordinate with the Literacy Resource and Instructional Strategies Group in order to adjust pedagogical practice.

Weekly collaboration time is devoted to closing the ***Achievement Gap, literacy, database research, technology, and diversity***. There are resource groups dedicated to each area and trainings revolve around them. In addition, Math and English collaborate on curricular decisions that will ensure continued success on the California High School Exit Exam. Teachers are encouraged to attend conferences that are subject specific or address one of the staff development goals.

High School Exit Exam
Mathematics 2001-2002, 2003

			2001-2002			2003		
CDS	District	School	Below Proficient	Proficient	Advanced	Below Proficient	Proficient	Advanced
43694684333316	Fremont Union High School	Homestead High School	30.6	37.1	32.2	21.5	39.2	39.2

The above table was disaggregated by the California Department of Education. It shows our math scores for the California High School Exit Exam (CAHSEE). The 10th graders take math and English. Students must pass these tests in order to graduate. Students are given many opportunities to retake any portion they do not pass.

Our test results indicate that our students continue to improve in the math portion of the CAHSEE. In the year 2003 we had an increase in the Proficient and Advanced ranges. We continue to assist students by offering tutoring and summer study programs.

Stanford Achievement Test (SAT 9) Math
10th grade
1999,2000,2001

Year	2001/2002			2000/2001			1999/2000		
# of students tested	363			444			440		
Quartile	25	50	75	25	50	75	25	50	75
% All Students	90%	80%	59%	94%	82%	53%	88%	75%	51%
English Language Learners (ELL)	75%	69%	47%	90%	71%	57%	79%	63%	47%
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	59%	22%	7%
Economically Disadvantaged	67%	67%	42%	85%	46%	31%	67%	38%	14%

Publisher: Harcourt, 1998

The Stanford Achievement Test is a nationally norm-referenced achievement test. Students are expected to perform at or above the 50th percentile. All of our students have improved over the last three years. We have seen an increase in the 75th percentile ranking from 51% to 59%. Our ELL students have improved in some areas and not others. The real growth has been by our economically disadvantaged students. The largest improvement was in the 75th percentile which had a 28% increase. The SAT 9 was replaced by the Comprehensive Achievement Test 6 (CAT-6) in the spring of 2003.

Criterion Referenced Test: California ELA Standards Test (CST)
10th Grade English Language Arts Scores
2001,2002,2003

Testing month	March 2003	March 2002	March 2001		
SCHOOL SCORES					
% Far Below Basic	5	7	3		
% Below Basic	9	12	11		
% At or Above Basic	86	80	85		
% At or Above Proficient	65	61	60		
% At Advanced	33	36	30		
Total number of 10th grade students	488	398	490		
Number of students tested	474	403	490		
Percent of total students tested	97	99	91		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
ENGLISH LANGUAGE LEARNERS (ELL)					
% Far Below Basic	N/A	22	11		
% Below Basic	N/A	33	47		
% At or Above Basic	N/A	44	42		
% At or Above Proficient	13	8	17		
% At Advanced	N/A	36	36		
Number of students tested	23	36	36		
ASIAN					
% Far Below Basic	N/A	N/A	N/A		
% Below Basic	N/A	N/A	N/A		
% At or Above Basic	N/A	N/A	N/A		
% At or Above Proficient	71	N/A	N/A		
% At Advanced	N/A	N/A	N/A		
Number of students tested	142	N/A	N/A		
HISPANIC					
% Far Below Basic	N/A	N/A	N/A		
% Below Basic	N/A	N/A	N/A		
% At or Above Basic	N/A	N/A	N/A		
% At or Above Proficient	39	N/A	N/A		
% At Advanced	N/A	N/A	N/A		
Number of students tested	37	N/A	N/A		

Criterion Referenced English Language Arts
Continued

SOCIOECONOMICALLY DISADVANTAGED	2003	2002	2001		
% Far Below Basic	N/A	29	15		
% Below Basic	N/A	38	36		
% At or Above Basic	N/A	35	46		
% At or Above Proficient	40	21	8		
% At Advanced	N/A	14	8		
Number of students	26	14	13		
STATE SCORES					
% Far Below Basic	14	16	15		
% Below Basic	22	21	23		
% At or Above Basic	63	63	62		
% At or Above Proficient	33	33	31		
% At Advanced	11	12	11		

Publisher: Harcourt, 2001

The California Standards Tests are a major component of the STAR program. This test was specifically designed for California. It is intended to measure students' progress towards state-adopted academic content standards. The addition of sub-group requirements was not implemented until the spring of 2003. Therefore, there is not any specific data on ethnic subgroups until 2003. The desired result is for students to score at or above proficient.

Now that the state is using the CAT-6 in place of the SAT 9, we are able to make direct correlations between the CAT-6 and the CSTs. This will make for a clearer picture of how well schools are addressing the state content standards.